R E P O R T R E S U M E S

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A TEACHER AIDE CURRICULUM AT RIO HONDO JUNIOR COLLEGE--ITS IMPLEMENTATION, EFFECTIVENESS, AND EVALUATION AS RELATED TO ITS USE WITHIN THE LOS NIETOS SCHOOL DISTRICT.

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RIO HONDO JUNIOR COLLEGE ESTABLISHED A 2-YEAR PROGRAM TO TRAIN TEACHER AIDES FOR SERVICE IN THE LOS NIETOS ELEMENTARY SCHOOL DISTRICT. THIS REPORT (1) TRACES THE DEVELOPMENT OF THE TEACHER AIDE PROGRAM, (2) DESCRIBES THE CURRICULUM LEADING TO THE AA DEGREE, (3) OUTLINES THE COURSE CONTENT, (4) PRESENTS SAMPLES OF AN ATTITUDE SCALE AND OF AN EVALUATION FORM, (5) LISTS THE TYPICAL DUTIES OF TEACHER AIDES, (6) DEFINES CRITERIA AND PROCEDURES FOR EVALUATING AIDES, (7) REVIEWS SIMILAR PROGRAMS IN FOUR OTHER DISTRICTS, (8) SUMMARIZES TEACHER REACTION TO THE USE OF TEACHER AIDES, AND (9) QUOTES PERTINENT SECTIONS OF THE CALIFORNIA EDUCATION CODE. (WO)

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A TEACHER AIDE CURRICULUM AT RIO HONDO JUNIOR COLLEGE ITS IMPLEMENTATION, EFFECTIVENESS, AND EVALUATION AS RELATED TO ITS USE WITHIN THE LOS NIETOS SCHOOL DISTRICT

School of Education

University of California

Los Angeles

In Fulfillment of the

Requirements for Education 261B

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I. PREFACE

The Teacher Aide Programs that are "springing up" across the nation are exciting new developments in the area of women's occupations.

The need to develop a curriculum for the fullest utilization of this new occupational training area is as urgent as it is exciting, for seldom does one have the opportunity to see a new job classification added to the Dictionary of Occupational Titles.

There is a vast necessity for the development of job opportunities for "housewives" within the 35-50 year age group. This is one of the largest groups of women who are presently seeking to enter the "world of work." This vast resource of "women power" appears to be an untapped resource from which school districts are soliciting many of their new teacher aides.

The present pioneering in Teacher Aide Programs will have a lasting and deep-felt effect on education for many years to come. Perhaps it will be the one "thing" that we will remember about education in the sixties.

II. THE PURPOSE

Statement of the Purpose. One purpose of this study is to introduce new innovative programs that relate to inspirational changes in curriculum affecting the educational program at Rio Hondo Junior College.

The basis of this innovation began during the 1965-66 school year when the Los Nietos Elementary School District was granted funds by the U. S. Office of Economic Opportunity for a project which allowed the school district to employ 30 teacher aides--one for each classroom within a target area school.

A second purpose of this paper is to report on the happenings of the Teacher Aide Program since its inception and perhaps take a "crystal ball" gaze into what the future may hold for the Teacher Aide Program.

III. DEFINITIONS OF TERMS USED

What is a teacher aide? With an occupational title that is so new--that has yet to be included in the Dictionary of Occupational Titles--the author has compiled a cross-section of opinion in order to compose the following definitions. There is a great deal of work yet to be accomplished in order to standardize the new terminology and definitions evolving from this new occupation.

One general definition of a teacher aide is as follows:

> Regulations pursuant to Senate Bill 28, which provides funds to eligible districts for the employment of teachers and aides, further clarify the role of aides. The regulations state that under teacher supervision, "the teacher's aide may engage in activities that include tutoring of individuals or very small groups of pupils as directed by the teacher." "While not under the direct supervision of a teacher, a teacher's aide may prepare materials as directed by the teacher, provide personal assistance to designated pupils in the event of an emergency, and visit pupils' homes when directed by the teacher in accordance with school policy." (1:0)

The Bassett Unified School District offers this definition of a teacher aide for consideration, and is noteworthy of mention.

> A teacher aide is someone who is between a child's mother and the teacher as far as relationship is concerned. (2:2)

Section 16625.01 of the Education Code offers a working legal definition of a teacher aide:

> A high school student or any other adult may be elected by the governing board of a school district or a county superintendent of schools to serve as a nonteaching assistant under the immediate supervision and direction of persons employed in positions pertaining to the supervision and instruction of children or supervision of a children's center program to perform noninstructional work which serves to assist such personnel requiring permits in performance of supervision and instruction and administrative responsibilities. Each person shall have had a health examination made within the 12-month period preceding the date of employment. Each person shall also

submit duplicate personal identification cards upon which shall appear legible fingerprints and a personal description of the applicant. (3:959

The Education Code definition brings to light one of the pending "touchie" topics that will harass the progress of the Teacher Aide Program for several years to come . . . "to serve as a nonteaching assistant . . ." This touchie subject will be discussed in detail on page 20 and 21.

The "Volunteer" Teacher Aide. The volunteer aide is one who volunteers his or her services to the school. These positions are often filled with college students, interested parents, and Future Teacher Clubs.

Teacher Assistant. The teacher aide when employed in the junior or senior high school is called a Teacher Assistant. Their duties differ little from those previously given definitions.

The term Teacher Assistant is also the term used in some junior colleges and universities.

The "Floating" Aide. A "floating" teacher aide is a teacher aide who serves two or more teachers during any one day. This type of operation requires closer and more intensive cooperation and working relationships than does the single aide program.

IV. THE TEACHER AIDE PROGRAM

LOS NIETOS ELEMENTARY SCHOOL DISTRICT: AN INNOVATION

The Origin of the Program. The Los Nietos School District Teacher Aide Program bloomed in full during the 1965-66 school year with the assistance of funds provided by the Office of Economic Opportunity. The

initial grant provides funds which enabled the school district to hire thirty teacher aides. This was the first time that aides were to be paid. Parents had in the past volunteered for many duties within the schools, and it was, perhaps, through this previous relationship that confidences were developed that made predictions for success almost a sure thing. The introduction of aides into the classroom was an easy transition as parents were already commonplace on the school grounds.

New programs are not without new problems. Several teachers were skeptical of the thought of "parents' in their classroom. Only those teachers who were sold on the possibilities of this new venture were assigned aides.

In light of many anticipated problems, an immediate orientation and inservice training program was begun for both the teachers and the aides. This method of planning resulted in a better understanding of each person's duties and responsibilities. The true value of the aide was soon realized, acknowledgment of this value resulted in a much more favorable acceptance of the program. Much of the initial teacher resistance was being resolved, and confidence and admiration for each other soon blossomed.

The teacher aides soon became indispensable in the classroom, and the teachers' enthusiastic response were all that was necessary to deem the project a success.

Program Development. As teachers worked with their aides, suggestions were made for further inservice training classes and workshops. Job descriptions were prepared. These descriptions were deliberately developed in general terms to provide for flexibility in developing the

role of the teacher aide.

The Original Job Description:

Position:	Teacher Aide
Qualifications:	Resident of Community, preferably from qualifying females (O.E.O. project requirement)
Responsibilities:	Assisting the teacher--working with individual or smaller groups of children under the teacher's direction. Preparing materials for classroom needs. (4:4)

In a new program, it is necessary to use a variety of communication media to announce the new positions of teacher aides. The school district soon started to screen applicants for the new program. Need for careful screening of applicants was dominant--for the need to dismiss a poorly performing aide could trigger a very difficult community issue that could "undermine" the much needed teacher aide program.

The teacher of each school, in addition to the principal, were asked to interview each applicant. The following criteria was used:

1. Ability to work effectively with children
2. A command of the Spanish language if appropriate to the assignment
3. The ability to accept and follow the directions of the teacher
4. Compliance with district policies regarding employment
5. Ethical conduct
6. Experience in working with children
7. Resident of district, preferably from target area
8. Qualifying level of income (in accordance with the economic criterion for Head Start Aides)
9. Educational background

10. Willingness to participate regularly in inservice education (4:4-5)

After the initial screening processes were completed, the teachers were consulted regarding their choice in selecting an aide. It was hoped that through this final selection method, though very time consuming, the greatest probability of success could be achieved.

As the teacher aide program evolved, so evolved a more comprehensive list of duties that a teacher aide would be asked to perform:

1. Organize rooms before and after school
2. Organize room closets, storage space, and files
3. Assist teacher in preparing and caring for instructional materials
4. Supervise children as they enter and leave the classroom
5. Set up and operate audio-visual equipment
6. Supervise clean-up activities
7. Prepare seating charts
8. Assist teacher or children in care and preparation of bulletin boards
9. Assist on field trips
10. Assist with hearing and vision tests, immunizations and physicals
11. Assist children with activities involving construction, art, use of tools, etc.
12. Organize and care for records and pictures
13. Read stories to children
14. Type stories written by children
15. Work with small groups or individuals on follow-up activities
16. Assist in story writing and use of dictionary
17. Record grades and type anecdotal records

18. Bring supplies from storage and keep supply closet in order

19. Listen to children read; help maintain individual reading records

20. Maintain proper ventilation

21. Assist teacher in meeting individual needs, emotional as well as academic

22. Interpret the school and its program to the community (4:7)

"No list could include all functions. Giving personal attention or comfort to a child in a moment of indecision or hurt feelings is just as vital as mixing paint." (4:6)

Many ask if the use of a teacher aide means more work for the master teacher. In the initial organizing and planning for the teacher aide, the workload is increased; however, there is a shift in emphasis as to the type of work the teacher is doing. Her duties quickly change from "doing" to "planning."

> "Twenty-eight percent of an elementary teacher's time is spent doing tasks for which no credential is required." (5:0)

Approximately one-fourth of a classroom teacher's time may be more effectively utilized for the benefit of the child when a teacher's aide is assigned to assist the teacher. A wise teacher will carefully plan the tasks to be performed by the aide.

Limits of responsibilities should always be made clear to prevent misunderstandings.

Inservice Education: A Need. A strong inservice training program was started during the 1965-66 school year. Classes were held in conjunction with the Whittier Union High School District Adult School.

Mrs. Harriet Ebermeyer, Inservice Training instructor, was assigned to be the master teacher. The costs of the refresher class was born by the Los Nietos School District. Teachers and aides, now one school-year old, were quizzed for ideas and suggestions in developing the new class content. Insights of both teacher and aide were both essential and beneficial in planning the curriculum.

The purpose of the class was not only to train the aides but to extend their educational background. The fulfillment and extension of the aides' educational background was found to be a must for herein lie one of the basic problems of the teacher aide program. The aides were sometimes expected to perform certain duties for which they had no basic educational background.

The course outline used for inservice training of teacher aides by the Los Nietos School District may be found under Appendix I.

V. Enter the Junior College. It was at this crucial point in the use of teacher aides that the initial planning for a teacher aide curriculum was developed at Rio Hondo Junior College in cooperation with the Los Nietos Elementary School District. The following curriculum is now being offered at Rio Hondo Junior College leading to an Associate of Arts Degree:

This curriculum is designed for those students interested in a program that will qualify them as a trained teacher aide. Besides leading toward an Associate in Arts degree, it may be the beginning step toward more advanced training and positions in the fields of education, recreation, or social work.

TEACHER AIDE CURRICULUM AT

RIO HONDO JUNIOR COLLEGE

FIRST YEAR	UNITS	
English 52 or 30 or 1A	3	
Public Address 1A		3
Introduction to Teaching 10	3	
Art 7-8	2	2
Elementary Games 15	2	
Music 8		2
Instructional Media 50A-50B	2	2
Electives	3	6
Physical Education	1/2	1/2
	15 1/2	15 1/2

SECOND YEAR	UNITS	
History 7A or 7B	3	
Government 51 or 2		3
Health Education 10	2	
Psychology 12, 14	3	3
Crafts Workshop 34A-34B	2	2
Library Science 5		2
Arithmetic 66	3	
Electives	2	5
Physical Education	1/2	1/2
	15 1/2	15 1/2

Recommended electives: Art 5, 38A-38B, Biology 20 or 1A Typing 50 or 20, Economics 10, English 55, 56A, one year of a foreign language, Music Appreciation 33, Introduction to Community Recreation 17, Physical Science 1A or 1B, Marriage and Family 14, Theatre 5.

50A-50B Introduction to Instructional Communications Techniques (3-2) Fall-Spring

50A. An introduction to the principles and basic techniques for presentation of instructional media. The course covers utilization techniques for such equipment as motion picture projectors, slide projectors, overhead projectors, opaque projectors, record players, tape recorders, and reading devices.

50B. An introduction to the principles and basic technology for the preparation and presentation of instructional media. The course covers the preparation of bulletin boards and other displays,

charts, posters, and flash cards, overhead projectuals, slides, spirit duplicator masters, mimeograph masters, and teaching machine manipulation.

50 A is not a prerequisite for 50B.

VI. EVALUATION OF THE TEACHER AIDE PROGRAM AT RIO HONDO JUNIOR COLLEGE

The teacher aide curriculum at Rio Hondo Junior College began for the first time, in February, 1967. Because this program is so new it cannot be evaluated at the time of this writing. However, if attitude, cooperation, and interest displayed by the junior college administration is any indication of success, the Teacher Aide Program will flourish.

Through the complete cooperation of Rio Hondo Junior College, the course content of the teacher aide curriculum may be immediately changed or altered to better meet the needs of the teacher aide and the needs of the teacher aide program as developed within the Los Nietos Elementary School District.

The use of teacher aides has been a highly successful and beneficial experience for the child, the teacher, and the aides themselves.

VII. EVALUATION OF THE LOS NIETOS TEACHER AIDE PROGRAM

The teacher aide program is now in its second year and much of the difficult "groundwork" has passed.

The use of teacher aides has been a highly successful and beneficial experience. Recent results of interviews indicate the existence of many very favorable attitudes by the participating teachers, principals, supervisors, and superintendents toward the continual use of aides as

a strong part of the instruction team.

"It is in the team setting that the teacher aide functions." (6:177)

In order to further evaluate the effectiveness of the teacher aide program, the following Teacher Aide Opinion-Attitude Scale was developed and administered to all aides:

Los Nietos Elementary School District

TEACHER AIDE OPINION-ATTITUDE SCALE

There are no right or wrong answers on this survey. Using the following scale indicate, by letter, your agreement or disagreement with the statements as listed. It is not necessary that you sign your name.

SCALE:
A Strongly agree B Agree C No opinion D Disagree E Strongly Disagree

1. ____ Education should begin in the home.
2. ____ Most parents support the educational program of the schools.
3. ____ The "war on poverty" will do little to help the poor in our society.
4. ____ Parents are ill-at-ease when they visit the school.
5. ____ Most poor people are willing to work hard if given the opportunity.
6. ____ If a child does poorly in school, it is usually because of poor teaching.
7. ____ Most young children are naturally destructive.
8. ____ The government is spending too much money on the education of poverty children.
9. ____ Most people with low incomes have resigned themselves to their present status.
10. ____ I feel that I will understand children better as a result of my experience in working as a Teacher Aide.

11. ____ Many parents are resentful and suspicious of the school.

12. ____ In general, a child from a deprived home lacks intelligence.

13. ____ The Federal government should do all it can to help poor people better their lives.

14. ____ The school should assume all responsibility for the education of children.

15. ____ Poverty is almost always a result of bad luck, injustice or discrimination.

16. ____ The education of the poor is the best method of combating poverty.

17. ____ Parents with a low educational level tend to have little interest in the school.

18. ____ When a parent is indifferent to the school and education, the child will usually be indifferent also.

19. ____ A child who does not speak English when he enters school will usually feel insecure.

20. ____ The education of children should begin very early in the home.

21. ____ A child who has had many experiences before entering school usually does better than a child who has had few experiences.

22. ____ The primary reason for assigning teacher aides to classrooms is to give the teacher more free time.

23. ____ A pre-school education program should be, in part, a parent education program.

24. ____ Physical punishment is the best method of disciplining a child.

25. ____ Most parents lack a basic understanding of how a child learns.

26. ____ A child's education begins the day he enters school.

27. ____ Many children are unhappy in school because their parents are not supportive of the school.

28. ____ Most parents are very willing to help in the school, if only they were invited.

29. ____ The best way to discipline a child is to deny him certain privileges.

30. ___ Poverty is a sign of failure in life.

31. ___ People of low income are resentful of those who are better off financially than they.

32. ___ Every parent should have the experience of working as a Teacher-Aide to help them better understand children.

33. ___ We should try to help only those who appreciate our help.

34. ___ The educationally deprived child usually does not perform as well as other children in school.

35. ___ The best way to help low income families is to give them money. (4:16-17)

To: All teachers who have been working with Teacher Aides

From: Glenn Lawson

Re: Community Action Program Evaluation

The Office of Economic Opportunity (OEO) and the Economic and Youth Opportunity Agency, (EYOA) both monitors of our CAP program, are interested in your evaluation of the Teacher Aide program.

Very briefly, will you please respond to the following questions:

1. In your opinion what has been the important value of the Teacher Aide program?

2. Specifically, how have the Teacher Aides been of service to you?

3. Any Comments?

Thank you for helping us with our evaluation. Your comments are appreciated. You need not sign your name. (4:18)

LOS NIETOS ELEMENTARY SCHOOL DISTRICT

TEACHER AIDE EVALUATION SUMMARY

Teacher Aide_____ School_____

Evaluating Teacher_____ Date_____

This guide was developed by a committee of teachers, teacher aides and administrators in the Los Nietos District for the purpose of improving instruction.

I. Effectiveness as a Teacher Aide

II. Personal Characteristics

III. Personal Relationships

IV. Professional Attitude

V. Summary

I have read this evaluation.

_____ Teacher Aide
(signed)

_____ Principal
(signed)

LOS NIETOS ELEMENTARY SCHOOL DISTRICT

Teacher Aide Evaluation

CRITERIA TO BE USED IN TEACHER AIDE EVALUATIONS

I. Effectiveness as a Teacher Aide

1. Ability to work effectively with children.
   a. Ability to recognize student's need
   b. Group control
   c. Individual control
2. Ability to work effectively with teachers.
3. Ability to work effectively with other personnel.
4. Ability to work effectively with materials.
5. Ability to follow through on tasks given.

II. Personal Characteristics

1. Appearance
2. Voice control
3. Professional enthusiasm
4. Proper usage of English language
5. Disposition
6. Willingness to accept responsibilities
7. Punctuality - Attendance
8. Open and overt in communication with staff

III. Personal Relationships

1. Rapport with students
2. Rapport with school personnel

3. Rapport with parents

4. Seeks and accepts criticisms and suggestions

IV. Professional Attitude

1. Handling of confidential materials and information

2. Personal responsibility

3. Support of school program with public

4. Calling the school when unable to report for work

5. Takes advantage of opportunities to learn and grow in school work

CONDUCTING EVALUATION CONFERENCES

A. The evaluation shall originate with the classroom teacher and/or persons to whom the Aide is directly assigned. The evaluation is to be completed under the supervision of the principal.

B. Conferences shall take place between the teacher aide and the supervising teacher each December and April. Additional conferences shall be scheduled as needed.

SOME REACTIONS OF TEACHERS TO AIDES

The written reactions of teachers reflected their great enthusiasm for teacher aides. The only comment that could be construed as negative follows:

> "As I have observed, some aides are apt to gossip and carry comments and behaviorisms from one teacher to another or another's aide. Much comparison is made between teachers. These comparison's should be suppressed as much as possible and a more professional or at least discreet attitude assumed."

Helpful and interesting comments have been selected and appear below.

> "A teacher's work is limited only by time, physical and mental energy, interest, ability, and system requirements. Therefore, the only limits upon utilizing aides fall within those areas. I could use two or three teacher aides all day long, every day of the week, and still not get everything done I would want to. They are as essential as aides and nurses are to a hospital. If we put our money where our platitudinous educational mouths are, we'd have more aides in schools than teachers--at least twice as many fulltime."

"My aide is planning on finishing high school. She is going to start this summer."

"Another pair of adult eyes and ears in the classroom to see behavior and catch comments of the children. Sometimes a much more objective and practical observation was made by the aide, possibly because the aide is not so closely or emotionally tied into the educational process in the class."

"I feel so strongly that this aide is well-trained and invaluable. Selection of these women was excellently done."

"It has boosted the morale of the teaching staff and given the aides a boost in morale too...It has done a great deal to break down ethnic group barriers and made us more aware of each other's problems."

"The aide takes time to talk to and listen to children and gives extra attention where most needed. We enjoy each other and operate as a team. It has been a wonderful privilege to have her."

(How have the teacher aides been of service to you?)
"Tying endless numbers of shoe laces, bandaging scraped knees, comforting the upset child, holding the fort while teacher worked

upon a difficult situation which needed immediate attention, etc. etc. too endless to mention."

"Aides have made this teacher feel more like a professional."

One teacher who had expressed reservations regarding the aide program wrote the following letter to a district administrator describing her experience with an aide in her classroom.

> I have been sitting here thinking about the values of the teacher aide program as seen from the inside, and decided to write down a few.
>
> One of the most important values, I think, is one that rather surprised me. It involves attitudes. It is not so much a change in attitudes as a warmth and glow and vigor that these aides have infused into the teaching program. It is like a shot in the arm to tired teachers. The children feel it, for there is a much happier atmosphere. The strength of these women is an eye-opener to some of us. Most of them have worked so hard at such unrewarding tasks, to supplement their income, that this work seems almost miraculous to them. Imagine doing a job you like and getting paid for it. It gives them status, and pride to be working in an important job with us.
>
> Their tales of family life are full of humor as they work in the teacher's room, and they contain many "lessons" for us over-conscientious teachers who have many difficult family problems with our own children. Having many children in the family has its values as well as its drawbacks. We seem to have the best products of large family living in our teachers aides.
>
> The secondary value of the teacher aide program is the boost it is giving in the actual learning experience for the children themselves. We all have children in our classes who because of immaturity or emotional problems need a great deal of help and supervision. This is impossible for the teacher to give and not neglect the fast learners. I can now devote my full attention to the reading groups without fear of interruptions--always irritating but impossible to avoid, when the teacher is alone. And then too I can now direct full attention to the slow learners with the aide to carry on with the follow up these slow learners need so much.
>
> I can't tell you how grateful we all are here--aides and teachers too. (4:20)

VIII. CONCLUSIONS

The teacher aide is here to stay. It is as simple as that. This is the one innovation within the teaching profession that will make the decade of the sixties well remembered.

> "Have we dissipated creative qualities in many teachers by exhausting their energies in routine clerical tasks"? (1:20)

This statement reflects the basic need for the teacher aide. If we are to obtain the maximum benefit from our "teacher resources" in order to develop man to his maximum potential, we must provide the teacher with more time.

Perhaps there is no ready made solution to the time problem, but there are several steps we can take toward this goal. The first step is far from new but it is recognized as one effective method: reducing class size. The other method is to provide the teacher with instructional support to help lift some of the "28% clerical burden" from the teacher's shoulders. (5:0)

Teaching time must be increasingly redirected toward giving pupils more individual and small group attention. More attention needs to be given to the pupil's personal and social needs. Additional time must be made available to the teacher for the planning of learning opportunity.

IX. Thoughts About the Future. (1) The role of the teacher aide is broad and ever changing. Some professional groups feel that the use of a teacher aide is an intrusion into the teaching ranks. This feeling is causing the nonteaching definition to be adhered to in many of the larger school districts. This insistence on a nonteaching definition

and assignment may hinder our chances to "lure" many young college youths into the teaching profession from the teacher aide ranks; thus making it impossible to let the teacher aides "whet their appetites" by giving a lesson or two as a student teacher would be permitted to do.

(2) Males should be considered for employment as teacher aides. This male association would help bridge the "gap" for many students who do not have a father in the home.

(3) Much of the teacher aide's training will be "on-the-job" in nature. However, a well-planned inservice training program must be developed. The aide should be encouraged to attend either adult school or junior college in order to increase the effectiveness of their on-the-job performance.

(4) Salary schedules should be developed for the aides. Such schedules should be based on preparation and professional growth value to their assignment.

(5) The teacher aide position is an open-ended occupation. One may progress into the ranks of a full-fledged teacher.

Few entry level jobs offer such a hopeful future.

X. A REVIEW: WHAT OTHERS ARE DOING

Only time prevents a complete review of the teacher aide program as it evolves across the nation. It was not the purpose of this study to review other programs outside of the Rio Hondo area. However, I feel that there are several programs worthy of mention for the benefit of those who might wish to develop such programs.

Los Angeles City Schools. Los Angeles City Schools began their teacher aide program in the fall of 1964 with two teacher aides. The program progressed rapidly. During the summers of 1965 and 1966, as many as 120 aides were employed. In the fall of 1966, 69 teacher aides were employed. (7:1)

Project '67 will use 240 students as teacher aides under Title I of the Elementary and Secondary Education Act.

Los Angeles City Schools has established an 18-member Teacher Aide Committee under the direction of Mr. Gordon P. Trigg, to study the program. Some of the problems studied thus far are listed below:

1. Classification of aides
2. Legal Implications
3. Educational Structure
4. Duties and Responsibilities
5. Curriculum Implications
6. Salaries
7. Review of other programs
8. Recommendations to the "Board of Education"
9. Methods of financing (2:0)

Three teacher aide classifications have been suggested for future study:

Classification Step	Title	Educational Requirements
I.	Teacher Aide	non High School Diploma
II.	Teacher Assistant	High School Diploma
III.	Teacher Associate	Two-year Junior College

The above classifications would be established for salary ranges.

Los Angeles City has 96 classified teacher aide positions at present. (8:0)

Los Angeles City Schools--Secondary Division--is currently using teacher aides recruited from the Education Department at U.C.L.A. U.C.L.A. students serve as paid teaching assistants in the local high schools. Los Angeles High School uses as many as 21 aides in seven different departments. Some teacher aides are helping to organize and supervise a new tutored program.

Mr. Jack Jacobson, Coordinator of the teacher aide program at Los Angeles High, states, "These young people from U.C.L.A. have added a spark of youth and enthusiasm to our school."

Compensation for this program is $2.50 an hour.

Vallejo Unified School District. Teacher aides are being employed in the Vallejo Unified School District as part of the Vallejo Compensatory Education Plan.

Seventy-six teacher aides have been assigned to various classrooms to work under the direct supervision of a teacher. The aides are also being used as study hall tutors, for the development of supplementary social and cultural experiences and for the reading readiness program.

The school district has developed a handbook for teacher aides. (9:0)

Fountain Valley School District--Huntington Beach. The Fountain Valley School District hired 25 students from Cal State at Long Beach as teacher aides. The aide works in a development-centered classroom with the aide and teacher becoming an integral part of a teaching team.

The district's staffing plan includes the following features:

(1) A teacher aide for every ungraded module of six teachers (a floating aide)

(2) Thirty volunteer parent aides to assist in preparation of instructional materials

(3) Five college work-study students to serve as noon-duty aides

(4) A group of parent aides for the library to assist in processing media and attending to clerical details

(5) Curriculum materials center personnel (6:19)

Special Teacher Aides Subjects Matter. Teacher aides are being used in almost every subject matter area in the public school system. A unique experimental program was held in Oakland during the summer of 1965 to determine the feasibility of hiring high school or junior college students to assist Home Economics teachers in the high schools.

Six students were chosen from twenty applicants. They were enrolled in a special course developed specifically to train teacher aides.

Seven Home Economics teachers served on an advisory committee to develop the training program. The course included lectures, laboratory experiences, demonstrations, field trips, observations of high school programs and seven weeks of practical experience within the home economics classroom.

The experiment was found to be most successful, and a handbook is currently being developed by the Bureau of Home Economics, California State Department of Education, Sacramento.

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APPENDIX

EDUCATION CODE

13253. EMPLOYMENT OF STUDENT NONTEACHING AIDES: FEDERAL PROGRAM
Notwithstanding the provisions of Sections 12902, 13251, 13252, or any other provision of law, a noncertificated student enrolled in any public or private college or university in California may be permitted by the governing board of a school district maintaining any of grades one through eight, to serve in elementary schools or child care centers as a nonteaching aide under the following conditions: (a) Such service by the student is based upon a program for the part-time employment of students established by the college or university under those provisions of the federal statute cited as the Economic Opportunity Act of 1964 (Public Law 452, of the 88th Congress), and acts amendatory thereof, which provide for federal financial grants for work-study programs.
(b) The compensation being received by the student for such services is provided, at least in part, by grants made to the college or university by the government of the United States for a program of the type specified in subdivision (a).
(c) The student has been determined under procedures established by the Department of Education to be free of any disability of person or character (other than in professional competency) which would prohibit the issuance to him of any credential or certification document provided for under this code if he were otherwise qualified therefor. (Repealed and added by Stats. 1961, Ch. 531; repealed by Stats. 1963, Ch. 1033; added by Stats. 1965, Ch. 696.)

6991-4. PILOT PROGRAM
6991. The Department of Rehabilitation shall administer a pilot program under which full-time students who are deaf or hard of hearing and who are clients of the department may be provided with the assistance of persons who shall be known as educational aides. The program shall be conducted at such campuses of the University of California, the state colleges, and junior colleges as shall be selected by the department. The program shall be conducted in cooperation with the Regents of the University of California, the Trustees of the California State Colleges, and the governing boards of the participating junior college districts. (Added by Stats. 1965, Ch. 1360. Effective until June 30, 1967.)

6992. HIRING OF EDUCATIONAL AIDE; REIMBURSEMENT
A deaf or hard-of-hearing student at any of the institutions selected by the department to participate in the pilot program may, with the approval of the department, engage a person to serve him as an educational aide. Any person engaged as an

educational aide shall possess the qualifications prescribed by the department and he may be compensated for his services at a rate not to exceed two dollars and fifty cents ($2.50) per hour. Any deaf student whose engagement of an educational aide has been approved by the department shall be reimbursed by the department in the amount necessary to pay the compensation of his educational aide. (Added by Stats. 1965, Ch. 1360. Effective until June 30, 1967).

6993. REPORT TO LEGISLATURE
The director shall report to the Legislature at its 1967 Regular Session regarding the effectiveness of the pilot program, such report to contain his recommendations for expansion or extension of the program. (Added by Stats. 1965, Ch. 1360. Effective until June 30, 1967.)

6994. SERVICES WHICH AN EDUCATIONAL AIDE MAY PROVIDE
An educational aide may provide any or all of the following services for a deaf or hard-of-hearing student:
(a) He may take notes in lecture classes.
(b) He may provide manual or visual interpretation of the content of any class in which a deaf student is enrolled.
(c) He may assist in transcribing tape recorded notes.
(d) He may, within his capabilities, counsel a deaf student on academic problems.
(e) He may serve as an interpreter for a deaf student in conversations with instructors and academic officials.
(Added by Stats. 1965, Ch. 1360. Effective until June 30, 1967).

6481. LEGISLATIVE INTENT
The Legislature hereby declares that there is a need in this state for special instruction programs in the English language at all levels of education, including preschool, regular school school and adult education. It is the intention of the Legislature in enacting this article to provide for the establishment and maintenance of English language centers, to be supported by federal funds, where instructional programs in the English language are provided for children, minors and adults, of all ages, whose inability to read, write and speak the English language, impairs their ability to cope with the challenges of an ordinary education program or impairs their ability to obtain and retain employment of a kind which is commensurate with their unrealized abilities. It is the furthur intention of the Legislature that the county superintendent of each county, and that the governing board of a unified or junior college school district, participate in the establishment of English language centers pursuant to this article.
(Added by Stats. 1965, Ch. 1536.)

13712. ESTABLISHMENT OF CLASSIFIED SERVICE; POSITIONS EXCLUDED
The commission, shallclassify all employees and positions within the jurisdiction of the governing board or of the commission. The employees and positions shall be known as the classified service. Positions required to have certification qualifications, part-time playground positions, full-time day students employed part-time, apprentices and professional experts employed on a temporary basis for a specific project by the governing board or by the commission when so designated by the commission, shall not be included therein.
However, nothing in this section shall prevent an employee, who has attained regular status in a full-time position, from taking a voluntary reduction in time and retaining his regular status under the provisions of this law.
No person whose contribution consists solely in the rendition of individual personal services and whose employment does not come within the scope of the exceptions listed above shall be employed outside of the classified service.
A part-time position is one for which the assigned time, when computed on an hourly, daily, weekly, or monthly basis, is less than 87 1/2 percent of the normally assigned time of the majority of employees in the classified service.

13340. EMPLOYMENT OF CERTIFICATED TEACHER-ASSISTANT
The governing board of any school district may employ any qualified person who possesses a temporary certificate to serve as a teacher-assistant in a program conducted in co-operation with a California teacher training institution. No person shall be so employed unless he is enrolled as a student in a co-operating California teacher training institution at the time the service is rendered. Service by a person under a teacher-assistant certificate shall not be included in computing the service required as a prerequisite to the attainment of, or eligibility to, classification as a permanent employee of a school district. The governing board may make such payments as it deems proper for the services rendered.
Any person employed under this section shall not be subject to the provisions of Chapter 4 (commencing with Section 13801) or Chapter 5 (commencing with Section 14501) of Division 10 of this code. (Added by Stats. 1961, Ch. 1383).

APPENDIX I

Course Outline for In-Service Training of Teacher Aides

Objectives

1. To orient non-professionals to the role of the teacher aide by defining and clarifying their duties and responsibilities

2. To develop the following knowledge and skills so that aides may effectively assist classroom teachers

   a. Understanding of and the ability to promote good community relations

   b. Knowledge of the curriculum

   c. Understanding of basic principles affecting the teaching learning process.

   d. Understanding of child behavior

   e. Understanding of learning problems

   f. The preparation and use of instructional materials

   g. Skill in operating audio-visual equipment

   h. Understanding of classroom procedures

   i. Skills in working with individuals and small groups of children

Course outline

Time was provided at each class meeting for discussion of items of concern and interest to aides. A workshop provided practical experience in developing skills to be used in the classroom.

FIRST WEEK

DISCUSSION:

1. Presentation of the outline and objectives of the in-service training program.

2. Discussion of the role of the public school and some basic objectives of education.

3. Definition of the teacher's responsibility in meeting the educational needs of the children.

4. Definition of the role of the teacher aide and her responsibilities in the classroom.

WORKSHOP:

1. Instruction and practice in manuscript writing.

2. The identification of paper and pencils appropriate for each grade level.

3. The identification of other instructional supplies and their location in the building.

4. Certificated personnel to assist in the workshop.

SECOND WEEK

DISCUSSION:

1. Review and questions.

2. District classified staff and their responsibilities.

3. District certificated staff and their responsibilities.

4. Experimenting with various art media.

Consultants: Members of the District Art Committee

THIRD WEEK

DISCUSSION:

1. Review and questions.

2. Individual differences of children.

3. Exceptional children.

4. Behavior problems, discipline and group control.

5. Information regarding other community organizations and their relationship to the school. (Child Guidance Center, Department of Health, PTA, Family Service, etc.)

6. Counselor from Adult Education Office - Information regarding completion of high school requirements for graduation.

WORKSHOP:

1. Display of audio-visual equipment.

2. Care and proper use of audio-visual equipment.

3. Practice in operating tape recorders, projectors, record players, film strip viwers, etc.

4. Certificated personnel to assist in the workshop.

FOURTH WEEK

DISCUSSION:

1. Review and questions.

2. Maintaining professional attitude in discussing children and the importance of guarding confidentialinformation.

3. Giving assistance and providing leadership for the community.

4. Home calls and surveys.

Consultant: Nurse-Social Worker

WORKSHOP:

1. Continuation of audio-visual workshop; operation of audio-visual equipment.

2. District personnel to assist in the workshop.

3. Plan for Reading-Social Studies Workshop.

FIFTH WEEK

DISCUSSION:

1. Review and questions.
2. How aide can assist with reading instruction.
3. Individualized records, grouping, meeting individual needs.
4. District materials available in the building and Instructional Materials Center.

WORKSHOP (in Instructional Materials Center)

1. Construction of visual aids for reading instructions and social studies units.
2. Classroom teachers to participate in the workshop.

SIXTH WEEK

DISCUSSION:

1. Review and questions.
2. Preparation of clay for classroom use.
3. Loading and firing the kiln.
4. Display of materials needed for ceramics activities.

WORKSHOP

1. Experimenting with clay.
2. Members of the District Art Committee to assist in the workshop.

SEVENTH WEEK

DISCUSSION:

1. Review and questions.

2. Representative from Rio Hondo Jr. College -- presentation of information related to admission and courses offered.

3. Ways in which aides can be of assistance in arithmetic lessons.

4. Discussion of modern approaches to math instruction.

WORKSHOP

1. Review of arithmetic and practice in modern approaches to math.

2. Certificated personnel to assist in the workshop.

3. Plan for math workshop.

EIGHTH WEEK

DISCUSSION:

1. Review and questions.

2. Discussion of Federal projects in the district.

3. How aides can assist in playground activities.

4. Proper use of playground apparatus.

Consultant: Physical Education Director

WORKSHOP

1. Construction of visual aids for math activities: game, flannel boards, flash cards, etc.

2. Classroom teachers to participate in the workshop.

NINTH WEEK

DISCUSSION:

1. Review and questions.

2. Room environment: bulletin boards and interest centers.

3. How aides can assist in collecting and maintaining picture files.

WORKSHOP

1. Example of attractive and effective bulletin board displays.

2. Film: "Bulletin Boards."

3. Mounting pictures for file.

4. Cutting letters.

TENTH WEEK

DISCUSSION:

1. Review and questions.

2. Discussion of Communication Skills Project (O.F.O.).

3. How aides can assist children in reading, writing, spelling, and developing communication skills - the importance of listening to children.

4. District reading teacher and Communication Skills teachers to serve as consultants.

WORKSHOP

1. Planning for house-to-house survey.

2. Nurse-Social Worker to serve as consultant.